DOCUMENT RESUME

ED 238 252 FL 014 105

TITLE	Final Report of the Haitian/English Language Project.
INSTITUTION	ACCESS, Inc., Bethesda, MD.; School for International Training, Brattleboro, Vt.
SPONS AGENCY	Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE	23 Apr 82
CONTRACT	300-81-0204
NOTE	90p.
PUB TYPE	Reports - Descriptive (141)
EDRS PRICE	MF01/PC04 Plus Postage.
DESCRIPTORS	Acculturation; Administrative Organization; Adult Education; Community Organizations; Consultants; Cooperative Programs; Counseling Services; *Daily Living Skills; *Employment Potential; *English (Second Language); *Haitians; Needs Assessment; Outreach Programs; Program Descriptions; *Refugees; Second Language Programs
IDENTIFIERS	*Louisiana; *Massachusetts

ABSTRACT

A federally funded program to provide job skills, English language skills, and other support services to Haitian immigrants in Massachusetts and Louisiana is described. The Experiment in International Living and the firm of ACCESS, Inc., worked cooperatively with community organizations to serve a total of 794 Haitians in two areas in the program's 12-month duration. Aspects of the program outlined and discussed include (1) the nature of the instructional component, curriculum and teacher training, and life skills component; (2) the nature of the support and employability component, consisting of counseling services in each location; (3) participants' improved ability to perform in their community and work environments; (4) other results, including the development of advocacy and legal services, community understanding, and facility use as a community center; (5) problems of enrollment, attendance, resettlement, funding cuts, legal status of the participants, and Department of Education support; (6) remaining needs for services at both sites; and (7) recommendations. Information is appended on the scope of the project, needs assessment, agencies and linkages, notes on establishing linkages between local and national organizations providing services to Haitians, educational objectives, employer letters of support, an evaluation, and anecdotal accounts of student success. (MSE)

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FINAL REPORT OF THE HAITIAN/ENGLISH LANGUAGE PROJECT

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FL014105

Submitted by:

The Experiment in International Living
Brattleboro, Vermont

and

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Bethesda, Maryland

April 23, 1982

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I. OVERVIEW OF HAITIAN ENGLISH LANGUAGE PROJECT (HELP)

On April 15, 1981 the United States Department of Education executed Contract #300-81-0204 with The Experiment in International Living in the amount of $556,455. The contract calls for The Experiment to provide services to 627 Haitian refugees in the states of Massachusetts and Louisiana. The services to be provided are spelled out in RFP 81-8, which is reproduced in part in Appendix A of this report. The contract was originally to terminate March 31, 1982; an extension of up to one month at no additional cost to the Government was subsequently granted.

Since The Experiment's proposal was developed jointly with ACCESS, Inc., the project has in effect been a joint venture between the two organizations, with The Experiment being the lead organization. It was decided that the main office for the project would be in the offices of ACCESS in Bethesda, Maryland for the following reasons: 1) under its cooperative agreement with The Experiment, ACCESS was responsible for preparing the financial reports and vouchers to be submitted to the Department; thus, the proximity of Bethesda to the Department's office in Washington was seen as an advantage; and 2) Bethesda is located between the two states where the project was to be carried out, Massachusetts and Louisiana, thus facilitating travel between the main office and the project sites. State coordinators were hired for Massachusetts and Louisiana and based in those states.

The first activity carried out under the contract was the orientation of key project staff, which was held at The Experiment's headquarters in Brattleboro, Vermont from April 12-18, 1981. The chart on the following page outlines the content and scheduling of that training.

HAITIAN PROJECT STAFF TRAINING SCHEDULE

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
morning	Orientation to Organizations 1) EIL-Charles Mac Cormack, Don Batchelder 2) ACCESS-Maria E. Pynn "Who am I"-staff self-introductions Project Orientation Richard Griscom/ Wendy Redlinger	ESL/Life Skills Component Ray Clark	Support/Employability Component Tom Davis	INS Problems of Haitians Deborah Anker Outreach Strategies	Final Planning (project-wide)
afternoon	Orientation to Contemporary Haiti - Jean-Jacque Honorat	Introduction to Haitian Creole Ray Clark Gladys Paul	Evaluation Richard Clelland Needs Assessments Over-the-Wall (team-building exercise)	Administrative Support Steve Fitch Peter Edson	Final Planning (By Site)
evening	Orientation to Comtemporary Haiti - Jim Billings (Slides)	Haitians in the United States Jean-Claude Martineau Gladys Paul	Free	Site Descriptions Mary Burdick Peter LeDuff	Free

The next activity was the meeting with the Department of Education Contracting and Project Officers, described as Task A in the Work Statement (see Appendix A). The Project Director and Deputy Director attended this two-day orientation, April 22-23, 1981.

At the same time an intensive outreach effort was begun to inform and attract Haitian immigrants in need of educational and related services. (Task B in the Work Statement - Appendix A). In Louisiana, where the number of Haitians was small, this was accomplished by word-of-mouth through the Haitian-American Resettlement and Orientation Center, the Orleans Parish Public Schools, Operation Mainstream Literacy Project, Catholic Charities ESL Program, University of New Orleans ESL Program, Delgado College, vocational schools and others.

In Massachusetts, where the number of Haitians was much larger, recruitment and outreach were done through the following channels: personal phone calls and contact with CHAMA (Cambridge Haitian-American Association) clients; letters to former CHAMA clients; a brochure and registration leaflet which were distributed via: soccer games, a large dance, food stores, record stores, leaflets slipped inside L'observateur (a Haitian newspaper) and restaurants. The program was announced on several radio programs, and the State Coordinator was interviewed on a program conducted by the President of the CHAMA board. The help of SECOHAMA and HABITA, two Haitian organizations in Dorchester, was enlisted. With the help of HABITA, leaflets were distributed to all school children in bilingual programs by the teachers, who encouraged the pupils to tell their parents that "school is available for them, too." Announcements were made in churches, and brochures and leaflets were distributed there.

The next activity was the initial Needs Assessments carried out in Massachusetts and Louisiana to determine the needs of the population to be served. (Task C of the Work Statement - Appendix A.) It was found that the Massachusetts group came from a more urban background and had a higher level of education than the Louisiana group. On the other hand, a much higher percentage of the Louisiana Haitians was employed than was the case with the Massachusetts Haitians. A summary of the analysis of the initial 59 Needs Assessments is attached as Appendix B. Subsequent to this analysis, additional Needs Assessments were administered to Haitians as they entered the program.

Using the initial Needs Assessments as resource material, a set of curriculum materials was adapted under sub-contract with Pro Lingua Associates. These materials served as the basic instructional tool of the program, but were heavily supplemented by other materials commercially available.

Classes began May 28 in Louisiana and June 15 in Massachusetts. During the ensuing 11 months a total of 794 Haitians were enrolled in classes, 167 more than called for in The Experiment's contract with the Department. (Ref. Task D of the Work Statement, Appendix A.) For a more detailed analysis of this component of the program, see Section II of this Report.

Shortly after the start of classes, guidance and counselling services were begun for the participants in the program. (Ref. Task E of the Work Statement, Appendix A.) Bilingual counsellors were employed to provide services such as personal adjustment counselling, job placement, job orientation seminars, and cultural orientation programs. For a more detailed explanation, see Section III.

The Project from its inception has stressed linkages with other organizations in a position to help the Haitians with their occupational and related skills. (Ref. Task F of the Work Statement, Appendix A.) Appendix C contains a list of the organizations with which HELP collaborated on behalf of the Haitian participants. In both Massachusetts and Louisiana informal advisory boards of influential local citizens (employers, public officials, community leaders, etc.) were set up to advise the State Coordinators on the program; a concomitant benefit from this was the additional community linkages that these individuals provided the program.

From the beginning, the Project has been guided by the desire to work as closely as possible with local Haitian-American organizations in Massachusetts and Louisiana. Sharing offices has facilitated this. Such an arrangement has been mutually beneficial: it has generated credibility for HELP in the Haitian community, and provided resource-sharing possibilities for the Haitian-American organizations. At the same time this approach, on occasion, also caused inevitable "turf" struggles and delays in areas of overlapping responsibility. For a fuller treatment of this subject, see Appendix D, "Establishing Effective Working Relationship between National and Local Organizations Providing Services to Haitian Refugees", a paper presented at the National Conference for Refugee and Immigrant Project Directors, Washington, D.C., November 17-19, 1981.

Since the Project was for only 12 months' duration and was for a limited scope of services, much attention had to be given to plans for expanding HELP's services and continuing them after the end of HELP. As a result of this, in Massachusetts a grant of $40,000 was received from the State Refugee Coordinator's Office to provide job skill training for Haitian refugees, many of whom have been HELP students. In Louisiana a grant of $54,000 was awarded by the State Refugee Coordinator's Office

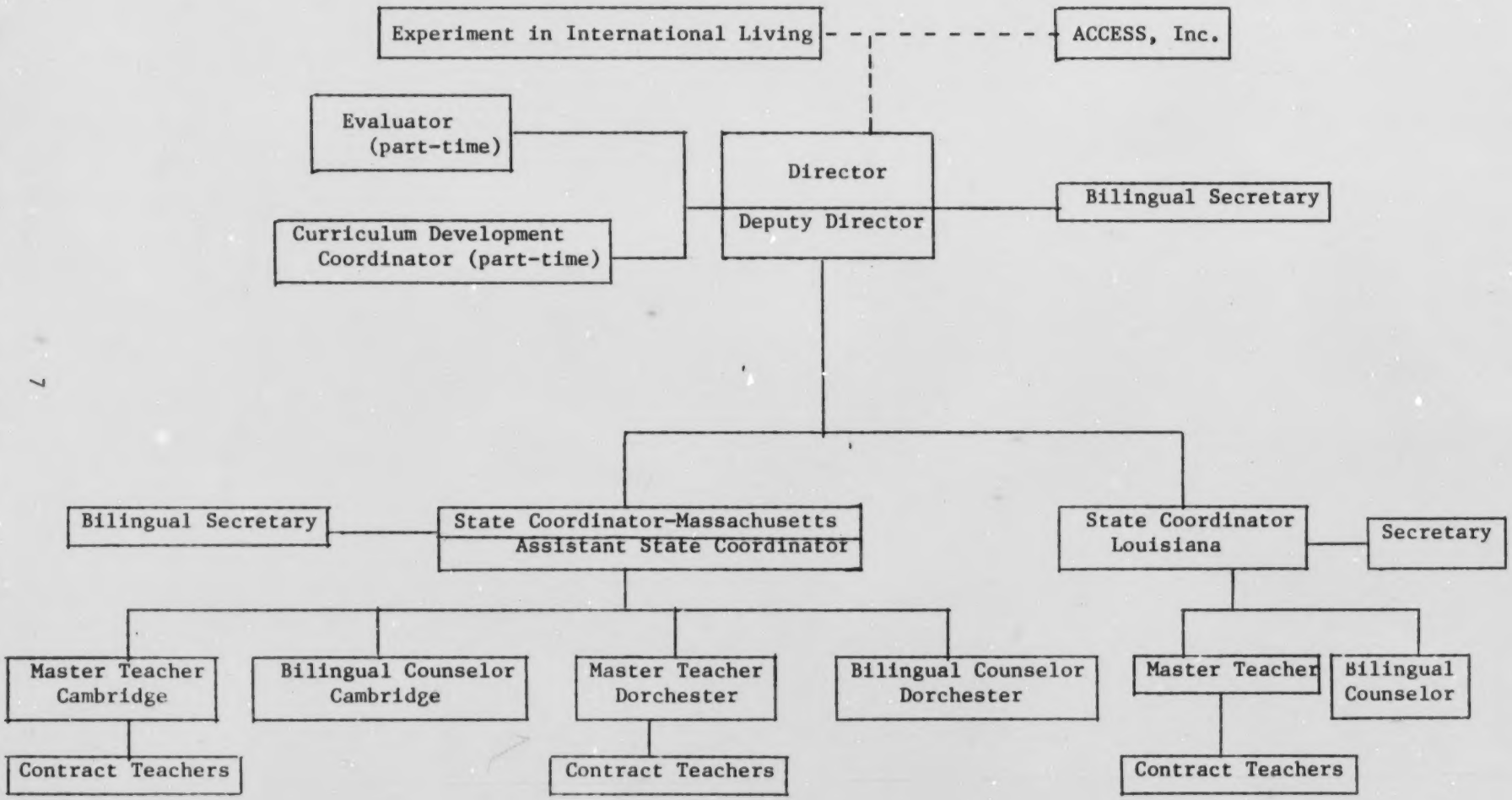
for a program of ancillary life skills training for the participants in the HELP program. In addition, volunteers have been recruited and proposals submitted to continue ESL classes in both sites after April 16, 1982, the final day of the HELP program. (See Section II, "The Future")

In both Massachusetts and Louisiana it was necessary to establish subsidiary sites in addition to the main offices, which were in Cambridge and New Orleans. In Massachusetts it was found that Dorchester contained a heavy concentration of Haitians, and classes were consequently started in that community. In Louisiana, a growing number of Haitians began to work in the oilfields near Opelousas; classes were started for those sutdents in Lawtell and Eunice.

In general it was found that the number of Haitians being resettled to Louisiana from Florida was much less than the pre-project survey had indicated. At the same time the need for classes in Dorchester was greater than originally anticipated. To reflect this change in balance, Master Teacher and Counsellor slots were moved from the Louisiana program budget to the Massachusetts budget. The final staffing pattern is contained in the chart on the next page.

HAITIAN ENGLISH LANGUAGE PROJECT

STAFFING CHART



II. NATURE OF INSTRUCTIONAL COMPONENT

General Description

English language classes were conducted in five field sites -- two in Massachusetts and three in Louisiana. In both state programs, transportation and day care were provided in cases where lack of these services would have prevented students from attending class.

a) Massachusetts

In Massachusetts, morning and evening classes were held in Cambridge and Dorchester, both part of the Metropolitan Boston Area and located some 6 miles apart. Three cycles were conducted during the year: the Summer Cycle from June 15 to August 21, the Fall Cycle from August 31 to December 23, and the Winter Cycle from January 4 to April 8. Classes were initially divided into three levels: Beginning, Intermediate and Advanced.

After the Summer Cycle it became obvious that a separate literacy class would be appropriate, as there were some students at the Beginning English level who were literate in French and thus comfortable with the written word, and other students who were not literate and thus unable to learn in a classroom in which the written word was being used. Thus, a literacy class was established at each site which, although focusing on pre-literacy and literacy skills, included systematic instruction in oral/aural skills as well. Grouping non-literate students together had the disadvantage of including students of varying oral language skills in the same class. However, this problem was partially addressed by an increasingly individualized approach and by the judicious use of volunteers and aides in the classroom. Overall, we feel the advantages of the literate/non-literate division outweighed the disadvantages.

The demand in the Boston area from Haitians needing English instruction was so great that there was always a long waiting list. More classes were consequently mounted as the program evolved and we ended up providing ESL training to 674 students, 314 more than the 360 students we had originally proposed to serve in Massachusetts. Throughout the program an attempt was made to expand in the direction of bringing in more lower-level students -- those with the greatest need.

CAMBRIDGE CLASS SCHEDULE

Cycle I	Cycle II	Cycle III
Beginning	Beginning	Beginning
1 (aft/eve)	2 (aft/eve)	4 (aft/eve)
1 (morning-intensive)	1 (morning-intensive)	1 (morning-intensive)
Intermediate	Intermediate	Intermediate
2 (aft/eve)	2 (aft/eve)	2 (aft/eve)
1 (morning-intensive)	1 (morning-intensive)	none

DORCHESTER CLASS SCHEDULE

Cycle I	Cycle II	Cycle III
Beginning	Beginning	Beginning
3 (aft/eve)	6 (aft/eve)	5 (aft/eve)
1 (morning-intensive)	1 (morning-intensive)	1 (morning-intensive)
Intermediate	Intermediate	Intermediate
1 (aft/eve)	2 (aft/eve)	3 (aft/eve)
0 (morning)	0 (morning)	1 (morning-intensive)
Advanced	Advanced	Advanced
1 (aft/eve)	none	none

Afternoon/evening classes met on Mondays, Wednesdays and Thursdays for two hours each. Intensive morning classes met for 2½ hours, five days a week from 10:00 to 12:30 PM.

Enrollment was set at 15 per class during the Summer Cycle but was raised to 20 in the Fall and Winter Cycles, because the rate of absenteeism indicated that an enrollment of 20 would still result in a manageable class size of around 15 in actual daily attendance.

The ESL teaching staff in the Massachusetts program consisted of 2 full-time ESL Master Teachers who were responsible for teaching, supervision and coordination. All of the evening classes and 1 morning class were taught by a staff of over 20 part-time teachers. In identifying part-time staff, HELP drew mainly from two sources: trained or experienced ESL staff who were referred to us or heard about our program through various linkages, and Haitians who were trained and experienced language teachers. We felt it important to maintain a teaching staff with the variety of background and expertise available to us through these two groups of people. In addition, two Masters degree candidates in ESL from the Experiment's School in International Training did their teaching internships in our program during the Winter Cycle. Volunteers from the community assisted in many of the classes as aides and tutors.

b) Louisiana

In Louisiana, classes were conducted in New Orleans and in two towns in St. Landry Parish in the east-central part of the State. Because of a slowdown in primary resettlement of Haitians, the number of participants served in Louisiana was only 120 instead of the 267 initially projected. Because the numbers were small and the enrollment fairly steady, the program in Louisiana was not strictly divided into cycles but had more of a

continuous nature. Three classes were mounted in New Orleans beginning in May -- and evening and a morning Beginning class and an evening Intermediate class. Each of the classes met on Mondays, Wednesdays and Thursdays for a total of six hours a week. Enrollment in the three classes ranged from 18 to 25 at any given point in time. The majority of the students in the Beginning classes were illiterate and spoke very little English. However, there were 5 literate students enrolled in the morning Beginning class. They were given material such as handouts from basal texts to work on individually while the majority of the class was involved in pre-literacy and literacy training. In the Intermediate class, students' reading and writing ability ranged from rudimentary literacy in French (3 to 5 years of schooling in Haiti) to the high school graduate level. Most were at a beginning level in oral English skills, however.

In St. Landry Parish, beginning in June, one class was held in Lawtell on Tuesdays, Thursdays and Fridays, meeting from 6 to 9 PM. In Eunice, 20 miles west of Lawtell, an auxiliary class was started in November, meeting Tuesdays and Thursdays from 6 to 8 PM. Most of the students in these classes were not literate; hence, these two classes were essentially Beginning classes. The few who were literate and slightly more advanced worked in a separate group under the guidance of an aide.

The ESL teaching staff in the Louisiana program consisted of a full-time ESL Master Teacher who was responsible for teaching in New Orleans and supervising and coordinating all the sites in the state. Four part-time teachers were involved in the program. The two part-time teachers in the St. Landry Parish site were of native Louisiana Creole

language and cultural background. Both were teachers in the local school system and one had previous ESL teaching experience. All part-time teachers at the New Orleans site had previous ESL experience. During the last 3 months, a team-teaching approach was implemented in all classes with the addition to our staff of a Haitian part-time teacher. This facilitated imparting the life-skills portion of the curriculum in particular.

The New Orleans situation was unique in that the staff conducted the program with a resettlement center. When an ESL program is located within a resettlement center, the teacher remains in very close contact with the students throughout the day. Many hours of the most valuable ESL training occurred outside of the hours indicated as class time. While resettlement-related activities sometimes subtracted from the time needed for curriculum planning, it also had many positive benefits for the students. Their contact with the American culture was enhanced during the hours they spent at the center watching television, or talking with the staff. For them the need for a safe environment, for a place where they could be around other Haitians, exchange stories and problems, and simply relax, was crucial to their process of acculturation.

Curriculum and Teacher Training

Curriculum developed for the project by Pro Lingua Associates was divided into four components -- Basic ESL Skills, Literacy, Number Skills and Life Skills. Original materials for the first three components developed

especially for this project included the following booklets:

Basic ESL Skills: Book 1 and Book 2

Literacy: Book 1, Book 2 and Book 3

Number Skills: Book 1 and Book 2

A series of Life Skill booklets were adapted from material developed previously for another ESL project in refugee camps in Indonesia. This series included the following nine titles:

Cooking	Housing
Buying Food	Banking
Employment	Clothes
Dentist's Office	Restaurant
Doctor's Office	

A checklist of "Minimal Achievement Goals" was developed for the Project which included basic survival English competencies (see Appendix E). This list served as an overall curriculum guide for the ESL instructional component.

A total of two teacher-training workshops were conducted in Louisiana and three in Massachusetts by the Curriculum Development Coordinator to orient the instructional staff to the use of the Pro Lingua materials and to ESL teaching techniques in general. Participants in the training workshops were the Master ESL Teachers, part-time ESL teachers, and, in some cases, those serving as volunteers and aides.

Additional Materials and Methods

The Pro Lingua materials were designed to begin at a very rudimentary level of survival English skill training. As it turned out, the Pro Lingua materials were ideal for the beginning, illiterate students of rural background typical of the Louisiana program, but not as appropriate for the primarily literate, more sophisticated students of urban background participating in the Massachusetts program. Thus, although in both programs some commercial materials were utilized, more extensive supplementary materials were used by Massachusetts teachers. The following commercial ESL series were used in both projects:

Everyday English (Alemany Press)

English for Adult Competency (Prentice Hall)

Another series very popular with the Massachusetts Program was Side by Side (Molinski/Bliss). In Louisiana, English as a Second Language: A New Approach for the 21st Century (Modulearn, Inc.) provided very useful supplementary instructional materials, including tapes, particularly in the areas of preliteracy and literacy. A complete list of all commercial materials used in HELP classrooms is provided on the next page.

Life Skills

Considerable time was devoted to "Life Skills" and combining that instruction with ESL Skills to provide training in communicative competency, particularly in the areas of consumer economics and utilizing community resources. Life skill topics included health care, emergency situations, use of the telephone, home maintenance, and employment vocabulary. During life skills classes, English grammar was reinforced, but the emphasis was on communicative competency.

COMMERCIAL MATERIALS USED BY HELP
INSTRUCTIONAL STAFF

TEXTS:

Impact (Riley/Motta)
English for a Changing World (Wardhaugh et al.)
English that Works (Savage/How/Young)
Regents English Workbooks (Dixson)
ESL Operations (Nelson/Winter)
English Step by Step
English Grammar through Guided Writing (McClelland & Hale)
Vocabulary Builder (Liebowitz)
Money, Work & Health Series(Hopewell)

MATERIALS:

Concept Town (Developmental Learning Materials)
Consumer Sequential Cards "
Survival Signs "
Independent Living Cards "
Shopping Lists Game "
See it-Say it Cards (Addison Wesley)
Oxford Picture Dictionary Wall Charts
University of Michigan Wall Charts
Play Money
Puppets
"Realia"

Students were responsive and enthusiastic about the life skills component of the ESL classes because it directly related to their lives. In the housekeeping curriculum unit, for example, teachers met with the supervisor of the New Orleans Royal Sonesta Hotel which employs many of the Haitians. The staff then developed ESL lessons based on the students' work schedules, benefits, and so forth. Permission was received to photograph the students while they worked; the resulting slides were used in a variety of ESL lessons.

For the illiterate students in particular, the slides were effective teaching aides. They were useful in developing vocabulary, and students found the slides easier to understand and relate to than drawings. The darkened room with the bright slides helped students focus their attention. Since the students and their work were the subject of the slides, it was obvious to them that they were practicing English which was relevant to their own lives and interests.

A sample schedule of the Life Skills Curriculum for the Louisiana program is given in the chart on the next page. The following story, written by the Louisiana Master Teacher, serves as an illustrative example of how one life skill topic was addressed.

> For the Haitians in New Orleans, life is not easy. Coming from small villages in Haiti, where most of them had been farmers or fishermen, they are overwhelmed by the technological world around them. Antoine Darceus was one such a person. Antoine came from Les Cayes in Southern Haiti. He had gone to school for four or five years, but apparently his education had been sketchy, because his reading ability in Creole was much below the fifth grade level. Antoine, like many of the Haitians, was overwhelmed by all of the cleaning products and home maintenance items he found in the grocery stores. Since his reading level was low, he also could not understand the labels. As part of the life skills program, the teachers spent a week on the topic of home maintenance. On the first day, the teachers brought in a variety of cleaning products. We reviewed the vocabulary and uses of the items by cleaning the classrooms, the restrooms and the halls, always encouraging the students to describe what they were doing in English. The second day we went to the grocery store. We chose a store near the refugee center, a large grocery store which has the cheapest prices in town. The students bought the products which they needed (and were asked to compare the prices with those in their corner stores). Antoine and some of the other students had previously bought spray furniture polish to kill the roaches in their homes. Now they understood that not all spray cans contained bug spray or were capable of killing insects.

LIFE SKILLS CURRICULUM
OCTOBER - JANUARY

HAITIAN ENGLISH LANGUAGE PROJECT

OCTOBER 19 - 30

POST OFFICE
Vocabulary building
Buying stamps - role play
Addressing envelopes
Writing a letter - introduction
Receiving mail at home
Sending packages to Haiti
Money orders
Field trip to downtown post office
Review unit using slides taken during field trip

NOVEMBER 2 - 13

PREPARATION FOR WINTER
Vocabulary building
Seasons and the weather
Review of months of the year
Housing: heaters, blankets, utility bills, insulation
Counselor visits to homes to check heating needs
Clothing: winter vocabulary, use of gloves, scarfs, coats, etc.
use of donate clothes to determine size
buying clothes - role play
checking the newspaper for sales
Field trip by bus to discount department store

NOVEMBER 16 - 22

EMPLOYEE INFORMATION
Paychecks: taxes
social security
insurance
budgeting
Employee benefits
Contracts
Seniority system
Time clocks - time off
Job related behavior - role plays
Speaker - Supervisor at Royal Sonesta Hotel
Employee-Employer relations

NOVEMBER 23 - DECEMBER 4

THE OCCUPATION OF HOUSEKEEPING
Vocabulary building
Housekeeping products and tools
Activities performed:
Taught with slides taken at work sites
Giving and following directions
Reading survival signs at work

DECEMBER 7 - 18

HOME MAINTENANCE
Vocabulary building
Names of rooms in home
Names of furniture and other items
Cleaning the home (Slide show in Creole now available)
Use of various cleaning products and tools
Relating housekeeping tasks at work and at home
Field trip to grocery store to locate and buy cleaning products
Field trip to students' home for "Cleaning Kombit"

DECEMBER 21 - 23

CHRISTMAS IN THE U.S.
Decorating a tree
Addressing and mailing Christmas cards

JANUARY 4 - 15

POLICE AND CRIME PREVENTION
Protecting the home: locks, burglar bars, etc.
What to do in case of emergency
Emergency phone calls
Talking to police
Speakers: Attorneys from Loyola University Law Clinic
How to report a crime
What to do if arrested
Your rights
Filmstrip in Haitian Creole

> The third day we visited the students' homes along with the bilingual counsellors. We divided into two class groups and each group went to two homes. In a manner similar to a Haitian Kombit, we cleaned together and talked about cleaning vocabulary. Antoine was thrilled by the interest of the staff in coming to his home. This also gave the staff a chance to observe any other home maintenance needs which were not being attended to. For example, there was a gas leak in Antoine's bathroom which needed immediate attention. The home visit also gave the teachers a chance to reinforce other vocabulary. On a tour of the home we asked the students to tell us the names and purposes of as many items in their homes as possible.

In both state programs, field trips were a regular part of "Life Skill" training and included visits to discount clothing stores, the post office, nursing homes, outdoor markets, zoos and grocery stores. Games such as Bingo were used for practice with number skills. Some television programs, such as Electric Company, were viewed at the New Orleans site as a supplemental instructional acitivty. In the Lawtell class, teachers assisted four students to prepare successfully for the Louisiana Driver's License Test.

One section of HELP's test given to individuals at the beginning and end of their participation in the program measured improvement in selected life skills areas. The Massachusetts participants made an average 17-point gain on this section and the Louisiana participants an 8.4-point gain.

The Future

In both states, HELP staff has been very active in seeking funds to insure that at least some measure of ESL instruction will continue to be available to Haitians in the areas where HELP has been working. In Massachusetts two proposals for ESL services for Haitians have been

submitted to the Bureau of Student, Community and Adult Services of the State Department of Education -- one for Cambridge and one for the Dorchester area. The Cambridge Adult Learning Center included a Haitian component in its Adult Basic Education proposal for continued funding. Roxbury Community College submitted an Adult Basic Education proposal to serve Haitian and other linguistic minorities in need of ESL/ABE in the Dorchester area. In order to continue classes during the months between the close of the HELP program and the decision on the pending proposals, a cadre of seven volunteer teachers has been recruited to continue at least that many classes.

In Louisiana, HELP staff has been planning a volunteer-based instructional program that will continue in New Orleans after the termination of the HELP program. Twelve volunteers identified from the community are being given 15 hours of ESL and literacy instructor training by Operation Mainstream. In addition, the Latin American Apostelate ESL Program has agreed to admit some Haitian students to its intensive ESL morning classes, and will admit more if it has evening classes in the future. Two HELP students have been accepted in GED programs. In the St. Landry Parish site, arrangements are being made for the Parish Adult Education Program to continue providing services to HELP's Haitian participants there.

III. NATURE OF THE SUPPORT/EMPLOYABILITY COMPONENT

Employment-Related Counselling and Workshops

The Support/Employability component of the HELP program was conducted by three Haitian counsellors -- one in Louisiana, one in Dorchester and one in Cambridge. The primary thrust of counselling activities was in employment-related matters. This included job identification, contacts with employers, job counselling (approximately 80 per month), job placement, as well as referrals for skills assessment and placement in skill training programs.

The support/employability counsellors conducted the initial Needs Assessment for each participant. Information obtained on past employment history and marketable skills impacted on how that participant would be counselled as to long-range training possibilities and employment potential in the U.S. job market. It impacted less on the short-term goal of obtaining employment, because most of the participants placed entered the job market in low-paying, entry-level positions.

The counsellor in Louisiana was very successful in maintaining a 95% employment rate among project participants. In New Orleans, the restaurant and hotel industries constituted the primary source of employment for project participants. In fact, those employers are very pleased with their Haitian employees because the latter are hard-working and dependable and represent a welcome change from previous high turn-over rates. In the St. Landry Parish site, Haitian participants were either employed in oil field construction work or enrolled in a skills-training program in areas such as welding and auto body work.

In Massachusetts, HELP counsellors were also involved in job identification and placement; but because of a much tighter job market in the Boston area than in Louisiana the success rate in placement was not as high there. A list of employers in both states who were very cooperative in hiring Haitians is presented on the next page. Letters by employers who were particularly satisfied with their Haitian employees can be found in Appendix F. Because the counselling load was extremely high in the Massachusetts program (approximately 320 students per counsellor over the course of the project), it was clearly necessary to find ways to reach clients in groups, rather than one-on-one. Since the primary responsibility of the counsellors was deemed to be in the area of employment, HELP attempted to reach out to larger numbers of students and offer employment assistance through Job Search Workshops.

The Job Search Workshop design was patterned after similar programs conducted by CETA and other minority support groups. Materials used were gathered from programs developed by agencies such as the National Puerto Rican Forum, CETA, and the Cambridge Economic Opportunities Committee (Job Shop Workbook). Also, books such as Who's Hiring Who by Richard Lathrop were used.

In Cambridge workshops were scheduled during hours when classes were not in session. Workshops were scheduled as follows:

Mondays and Wednesdays	6:00 - 7:00 PM
Tuesdays	6:00 - 7:30 PM
Fridays	1:00 - 2:30 PM

These workshops ran for 4 weeks and were attended by 10-15 people per workshop. Topics addressed were selected from the curriculum presented on the page following the list of cooperating employers.

EMPLOYERS WHO HAVE BEEN COOPERATIVE IN HIRING HELP CLIENTS

MASSACHUSETTS

Kloss Video, Cambridge
Boston Park Plaza Hotel
General Dynamics, Quincy
Sheraton Commander Hotel, Cambridge
Ames Safety Envelopes, Inc., Somerville
Wang Laboratories, Lowell
Prospect Nursing Home, Cambridge
Middlesex County Hospital, Waltham
Fernald State School, Waltham
National Cleaning Company, Brighton
Boston University, Boston
L and M Service Station, Dorchester
Howard Johnson's Motor Inn, Newton
A number of small independent businessmen

LOUISIANA

Bank of New Orleans
Federal Savings Bank
Hibernia Bank
Whitney Bank
Hilton Hotel
International Hotel
Marriot Hotel
Hyatt Regency Hotel
Royal Sonesta Hotel
Fairmont Hotel
Monteleone Hotel
Stephen and Martin Restaurant
City Park
City of New Orleans Sanitation Dept.
Solodco Oil Construction Co., Opelousas
Barnett & Gorman Co., Opelousas
Oil Field Construction Co., Opelousas
A number of independent small contractors and businessmen

Haitian English Language Project

JOB SEARCH WORKSHOPS

I. Intro to the World of Work in the U.S.

- A. Welcome
- B. Behavior
  - 1. Dress code
  - 2. Punctuality
  - 3. Performance
- C. Attitude
  - 1. Job
  - 2. Supervisors
  - 3. Co-workers
- D. Cultural Bridging
- E. Occupational Titles

II. Compiling Personal Data/Job Applications

- A. Personal Information
- B. Educational Information
  - 1. In U.S.A.
  - 2. In Haiti
- C. Work Experience
  - 1. In U.S.A.
  - 2. In Haiti
  - 3. Duties and Responsibilities
- D. References
- E. Transfering Personal Data Info. to Job Applications

III. Personal Skills Assessment

- A. Understanding of Skills
- B. Discovering Skills
- C. Building Blocks of Skill

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IV. Referrals

A. Newspaper
B. Posting
C. Employment Agencies
D. Friends
E. Cold Calling
F. Telephone Directory

V. Calling for Interviews

VI. Interviews

A. How to prepare for an interview
1. Personal Data
2. Behavior
3. Dress Code
4. Attitude
5. Sincerity and Truthfulness
B. Things to do
C. Things not to do
D. Compiling information about the company
E. Interview questions

VII. Interviews Follow-up

A. Phone
B. Letter

VIII. Resume Writing

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In Dorchester workshops met for 3 sessions of two hours each. These sessions were scheduled as follows:

Evening:

Tuesday, Thursday, Friday 7:00 - 9:00 PM

Day:

Monday, Wednesday, Friday 10:00 - 12:00

Additional workshops were conducted in conjunction with ESL classes. The counsellor met with one or more classes directly after class to cover Job Search workshop topics. In all, a total of over 120 students attended workshops.

Enhanced Employment Status

As a result of these efforts of the three bilingual counsellors, the following numbers of students enhanced their employment status:

a) gained employment	119
b) obtained a better job	23
c) were removed from public assistance	14*
d) enrolled in occupational skills training	44

Other Services Provided

In addition to employment-related counselling, HELP counsellors provided a variety of other types of support and counselling. Other support activities included taking people to the bank, to the post office, to hospitals and health clinics, to the Social Security office and to find housing. Counsellors also provided interpretation services and referred students to lawyers for help in immigration matters. Personal adjustment counselling was also provided on an as-needed basis when participants came in for help with personal problems. (See chart on next page for breakdown of these activities.)

*It should be noted that, as a matter of pride, very few Haitian refugees take advantage of the public assistance available to them.

NON-EMPLOYMENT RELATED COUNSELLING CONTACTS

Subject Matter	July	August	September	October	November	December	January	February	March	April **
Legal	2	14	14	15	46	42	16	8	33	0
Housing	3	16	15	13	22	8	17	23	23	6
Health	1	9	6	10	14	16	8	20	20	10
Education	3	4	4	13	19	1	1	6	5	0
Other*	1	15	2	34	35	72	85	104	100	25

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* Interpretation, Translation, Banking, Post Office, Public Service Co., Social Security, Income Tax and Personal

** The program terminated April 16, 1982.

Cultural Orientation

In both state programs cultural orientation sessions consisted primarily of presentations in Creole from a cross-cultural perspective by Haitians who had lived in the U.S. for several years, followed by a discussion/question-and-answer period. Topics covered included Government and Law, American Values, Cultural Pride and Acculturation, and Male/Female Relationships in the U.S. In Massachusetts, presentations were made available to all students on the subject of parent-child relationships in the U.S.; this was not done in Louisiana, since so few of the refugees had brought their families with them. In both Massachusetts and Louisiana, special presentations were made available to all students on the subject of the legal issues that confront Haitians in the U.S.

IV. DESCRIPTION OF PARTICIPANTS' IMPROVED ABILITY TO PERFORM IN THEIR COMMUNITY AND WORK ENVIRONMENTS

Rosters for both the Louisiana and Massachusetts programs are given in Appendix G. Charts on the following page show the number of participants served in both the Massachusetts and Louisiana programs, and indicate the level of that service. Participants are grouped on the basis of the number of hours they actually attended class. Numbers entered under the "Processed and Enrolled" column reflect those who were briefly enrolled in the program but were not pre-tested. Those under the "Pre-Tested" column were processed, enrolled, and pre-tested. Finally the "Pre- Post-Tested" column reflects the number of students who were processed, enrolled, pre- and post-tested. There were many more of the latter group in the Louisiana program because the Haitian community there is much smaller and more circumscribed. The Massachusetts program was characterized by considerable flux and a higher rate of turnover.

Appendix H contains the results of the evaluation study on the impact of the ESL instruction on 231 of the project's participants. The study was based on a detailed comparison of pre-test scores taken at the beginning of the program with the post-test scores done at the end. Although it was originally proposed to use the Ilyin Oral Interview as the testing instrument, HELP opted early on to develop a test keyed to the Pro Lingua curriculum materials designed to measure reading, writing, speaking and listening skills, as well as basic math and life skills -- all in the English language. This test was administered to all but 15 of the sample population of 231. The other 15 participants were tested with a written instrument which measured basic grammar knowledge. Two evaluation questions were posed:

PARTICIPANTS SERVED IN LOUISIANA

Contact Hours	Processed and Enrolled	Pre-Tested	Pre-Post-Tested	Total
0 - 15	11	4	9	24
16 - 50	1	1	15	17
51 - 100	0	1	37	38
101 - 150	0	0	20	20
151 - 200	0	0	16	16
201 - 250	0	0	5	5
Over 250	0	0	0	0
TOTALS	12	6	102	120

PARTICIPANTS SERVED IN MASSACHUSETTS

Contact Hours	Processed and Enrolled	Pre-Tested	Pre-Post-Tested	Total
0 - 15	67	78	0	145
16 - 50	102	93	24	219
51 - 100	50	83	54	187
101 - 150	9	27	42	78
151 - 200	2	10	17	29
201 - 250	1	4	2	7
Over 250	0	2	7	9
TOTALS	231	267	170	674

first, it was hypothesized that there should be a statistically significant difference between pre-test and post-test total scores; and second, there should be a statistically significant association between score gains of participants and the number of hours these individuals participated in the program.

Results indicated that substantial gains were made by nearly all sampled project participants in reading, writing, speaking, listening, basic math, and life skills. In general, those scoring lower on the pre-tests made the most significant gains on the post-tests. Furthermore, in most cases, there was statistically significant association between score gains of participants tested with either test and the number of hours these individuals participated in the project's instructional activities.

V. OTHER RESULTS

Programmatic

Pre- and post-test results are measurable indicators of student progress during the course of the program. (See Section IV) What is not reflected in these results, however, is the increase in the students' observable degree of confidence in speaking English -- their ability to accomplish independently such tasks as banking, buying food and clothing, and going to clinics. The HELP staff has observed such enhanced self-confidence in many of the students; for a partial description of these, see the first five anecdotes in Appendix I.

Organizational

The organizational impact of HELP has been related to its close association with CHAMA (the Cambridge Haitian-American Association), and HAROC (the Haitian-American Resettlement and Orientation Center in New Orleans). CHAMA provides a good case study. Members of CHAMA's Board and former CHAMA employees have worked with HELP as both ESL instructors and full-time staff. CHAMA and HELP have shared office space. The CHAMA Board has assisted HELP with regard to programmatic recommendations, staffing recommendations, outreach and recruitment, and ongoing program evaluation. As a result, CHAMA has been intimately involved in the administration of HELP's ESL and Employment Support program. HELP has gained a great deal from this association. For its part, CHAMA has gained credibility and visibility in the community due to the fact that the ESL program has been identified in part with CHAMA.

CHAMA has also collaborated with EIL/ACCESS and another organization in the implementation of a small pilot skill-training project for Haitians which is being funded by the Massachusetts Office of Refugee Resettlement. By virtue of its involvement in HELP and the skill-training project, CHAMA has gained visibility and credibility with that office, which could be the source of future funding for CHAMA and other projects for Haitians in the Boston area. (For additional information on HELP's relationship with CHAMA and HAROC, see Appendix D.)

In Dorchester the impact of HELP has been different from that in Cambridge. Because there was no Haitian Center previously in Dorchester, the site where HELP classes have been conducted has become a focal point of activity. HELP is the first organization in Dorchester which coordinated a program exclusively for Haitians, helping them recognize their needs in the areas of ESL, jobs, health care, social welfare and immigration. Now that HELP will close as a program, a coalition of interested and committed Haitians in the area is building a volunteer effort to support the continuation of ESL classes. Additionally, this group will work towards the provision of other much-needed services in Dorchester.

Through the net-working efforts of HELP staff in both state programs in establishing informational and programmatic linkages with local organizations, a number of agencies have cooperated with HELP at various levels of participation (see Appendix C)

Other

1. The nature of Haitian resettlement is such that an advocacy component arose as a natural extension of HELP service. HELP's interaction with agencies attempting to service Haitians met with problems as a result of those agencies' lack of familiarity with the Haitian culture and language. In these situations it was necessary for HELP staff to intervene in order to resolve the particular problems, taking in effect, an advocacy position on behalf of the Haitians. (See Anecdote #6, Appendix I for a case in point.)

2. The Louisiana community has learned more about Haitian refugee issues. HELP stimulated Louisiana community involvement in the Haitian situation through the use of various media: six radio programs, 14 newspaper articles and 2 meetings with the Mayor. A new group, Friends of the Haitians, has been formed and is now active in its support of the Haitians in New Orleans.

3. Because in Louisiana the Haitians initially had no formal organization or space where they could congregate, the Haitians have indicated to HELP staff their appreciation for the fact that the project has provided them a home away from home. During graduation ceremonies a number of students talked about how estranged they felt from everything upon first arriving in the U.S., and how grateful they were that the project had given them a place where they could meet with friends.

4. Although legal assistance was not a specific objective of the HELP program, HELP staff has been instrumental in arranging such assistance for those Haitians detained by INS in the New Orleans Parish jail system. It was hoped that the project would be given permission to teach English to this group of Haitians; however, despite numerous petitions to this effect, permission never was granted.

VI. PROBLEMS

Enrollment, Attendance, and Resettlement

In both Massachusetts and Louisiana there was a problem of maintaining consistent contact with the students. The new Haitian arrivals to the Boston area, who formed the bulk of our student population there, were constantly moving and changing telephones. The HELP program's policy was to maintain class size at 20 students; as students dropped out, others were immediately admitted. The work schedules of students in both sites changed frequently. In addition, in both sites resettlement needs -- such as housing, employment, and health -- necessarily took precedence over classroom attendance.

These factors caused severe problems for the ESL teachers, in terms of planning for classes. Due to uncertainty over classroom enrollment and attendance, teachers found it necessary to have more than one lesson planned for each class meeting and to be prepared for anything. Such dual preparation was also at times necessary due to the heterogeneity of some class groupings. For example, in some sites there were enough students available in the morning for one, but only one, class; this meant that in those classes there was a large variation in students' English ability.

Because of the same factors, program administrators found it very difficult to locate students who had signed up for the program to inform them of class schedules, schedule changes, testing dates, etc. Recurring resettlement crises involving a student's health or housing, for example, occupied large amounts of administration time. Also, the high student turnover meant that the process of intake and testing was extremely time consuming.

Funding Cuts

Due to severe cutbacks, both local and federal (Massachusetts voted for "Proposition 2½" in 1980 which called for severe cutbacks in local spending), many of the agencies with which HELP might have worked have been either closed or forced to limit services. Unfortunately, several ESL/adult education centers to whom we might have referred students at the end of our project are closed and others have long waiting lists. CETA and other Skill Training and job counselling centers have been able to accept very few of our clients.

Legal Status of Haitians

Within the Haitian community there is great mistrust and fear of officialdom in the U.S. In some cases this is due to misunderstanding of whether or not one really has legal status; in other cases it is due to the genuine threat of arrest and deportation. The situation is further exacerbated because of the detention of over 2000 Haitians in Krome and other prisons around the U.S. Needless to say, when friends or family members are being treated unfairly, negative feelings are generated among the community.

A more specific way in which current practices have affected students and clients of HELP has to do with the "Entrant" status. Because the "Entrant" status seemingly was initially intended as a temporary immigration status, persons were given documentation carrying a stamp which read "Cuban/Haitian Entrant, authorization to work until July 1, 1980". This status has now been extended indefinitely; however, the Immigration and Naturalization Service is not making any adjustments on the papers which people carry. Therefore, many times employers and service agencies who are not aware of the "Entrant" status are not willing to hire or admit persons carrying papers with an out-of-date stamp.

Support from the Department of Education

Due to budgetary cutbacks, the involvement of the U.S. Department of Education in this project has been minimal. Because of travel restrictions within the Department, each program site was visited only once by Department officials during the year. In addition, two months before the project ended, the Program office backstopping the project was abolished. This meant that the project did not have the benefit of continuous "feedback" from the Department regarding possible improvements, etc.

VII. REMAINING NEEDS

Massachusetts

The needs remaining among Haitians in Greater Boston do not vary in kind from the needs HELP encountered at the outset of the program. Although we have been able to provide ESL and Employment Support to over 600 Haitians there, many people still need these services. During the last 6 weeks of HELP (late February to early April) there have been continual requests from people to join the ESL classes; the waiting list is long.

Haitians still need assistance with employment. The recently implemented skill training program for Haitians had 300 applications for 40 slots. There is a very strong need for skill training, skill upgrading, skill assessment and job counselling.

CHAMA continues to need general support. It is the only established Haitian social service agency in Greater Boston. Since there are over 25,000 Haitians residing in the area, CHAMA is unable to satisfy the needs for services. CHAMA is underfunded and at the moment has only two full-time staff.

In Dorchester there is a great need for a Haitian Center which can provide the full range of services which CHAMA and HELP have been providing. This would include: ESL, employment support, legal assistance, housing assistance, and referral services. At this point we are very hopeful that such a center can begin to develop. Should this happen, it, too, will be in need of financial support.

Louisiana

Due to a high degree of illiteracy among the Louisiana participants, and the resultant slow rate of learning, the HELP 12-month program has only begun to meet the English language communication needs of the participant population. (The fact that the Haitians were virtually all employed -- in some cases with two jobs -- made the scheduling of a more intensive program impossible.) With respect to curriculum materials, ESL instructors feel the need of a "literacy workbook" which could be followed sequentially, combining the sight word and phonic approach (such a book could not be identified on the commercial market). There is also a tremendous need to develop programs which will generate more social activities for these refugees.

Both Sites

There is a great need in both states for further organization and planning by the organizations who will continue to service the Haitians after HELP ends, in order to maintain the momentum established during the project.

As mentioned previously, the immigration and legal situation in which Haitians find themselves is the greatest single problem and one which has not been in the scope of work for HELP to address. It is essential that people be assisted in clarifying their status, so that those who are entrants know that they are entrants and can obtain services or jobs for which they are eligible. Many people are in a limbo situation, in which they are eligible for entrant status, but due to a reluctance to present themselves to the authorities, they do not possess papers which document their eligibility. (See Anecdote #7, Appendix I) Legal Aid offices and a few private lawyers who are committed to assisting Haitians are stretched far beyond their means in attempting to provide their much needed services.

VIII. RECOMMENDATIONS FOR SERVICE PROGRAMS FOR HAITIAN REFUGEES

Sensitivity to, and understanding of, Haitian culture and needs must be a prime focus in the development of service programs for Haitians. We recommend the input and participation of Haitians throughout the program--from the early planning stages on.

When non-Creole-speaking teachers are used, it is very helpful to enlist a roving Creole-speaking interpretor who can be on call to come into classrooms and explain particularly difficult points in the native language. Bilingual teachers can be particularly effective in teaching the beginning levels of ESL, provided they carefully restrict their use of Creole in the classroom to the explanation of concepts. Team-teaching by an ESL teacher and a Creole-speaking counterpart has proven very effective in the early stages of ESL instruction. Particularly in cases where individuals have never been exposed to a classroom environment before, some access to native language communication is helpful.

Volunteers who can work on a one-to-one basis are invaluable, especially in the area of literacy. Media coverage atracts volunteers and can be conducted at the beginning of the project. Project staff must then be prepared to devote the time necessary to organize and channel volunteer assistance effectively.

With regard to curriculum, a communicative competency model oriented around life skill topics proves most effective for the recently arrived entrant. It must be kept in mind, however, that even after some of the basic survival language skills have been mastered by individuals reaching more intermediate levels, lack of "more refined" English proficiency can

still be a severe barrier to employment. Particularly in high refugee impact areas, ESL programs for Haitians should provide instruction to both beginning and intermediate level students.

Because so many service agencies have been weakened by Administration budget cuts, the load on the support/employability component of ESL programs such as ours has increased proportionately. This should be taken into account in planning future programs, so that the counselling staff can be increased to achieve smaller case loads per counsellor. Counsellors should have training in job development. Especially when working with Haitians, some para-legal training in immigration law would be extremely helpful.

Finally, we would recommend to the Department of Education that it encourage continued funding of ESL programs for Haitians. As outlined previously, the remaining need is still great. If we are to allow this willing and reliable work force to contribute effectively to the U.S. economy, further assistance is necessary.

APPENDIX A

SCOPE OF WORK

APPENDIX A

Scope of Work

Tasks

Tasks required to be performed by a contractor to accomplish the purposes of this RFP include the following:

TASK A

Meet with the ED Contracting and Project Officers.

This task shall be accomplished for the mutual benefit of the contractor and the ED Contracting and Project Officers within the first month after the awarding of a contract. Technical assistance will be offered for the instructional program and for the general management of the program. The meeting shall provide a general orientation to project management and contractual procedures.

TASK B

Provide outreach activities and publicize the project to attract those adult Cuban immigrants who are in need of basic educational and occupational skills.

The intent of this task is to reach the recently arriving adult Cuban immigrants. These Cuban immigrants may be living in isolated geographic areas outside Florida or may not know of the availability of these educational opportunities. Or they may be in Cuban communities, on migrant farms, or elsewhere. The contractor shall disseminate information through public service radio and television announcements, through circulars or displays, through schools and churches, home canvassing, or other means best suited to the information needs of the population to be served.

In conjunction with these outreach activities, the contractor shall attempt to effect linkages or cooperative arrangements for the provision of support services, including, but not limited to, transportation and day care services for program participants.

TASK C

Perform an assessment of the educational, occupational, and related needs of the adult Cuban immigrant population participating in the project.

The task requires an analysis/diagnosis effort to determine the basic literacy, occupational, and life skill needs of the persons to be served by the project. The contractor shall inventory other programs and resources in the community that will be used in conjunction with the special adult education project to serve these identified needs. (This task is in addition to the description of need included as a proposal requirement.)

TASK D

Provide intensive individualized and group instruction in literacy and life skills in the English language.

The emphasis of this task is on the development of oral and aural English language proficiency. Bilingual personnel capability (teachers and/or aides) and bilingual instructional materials shall be used by the contractor to the extent necessary to allow adult Cuban immigrant participants to learn English and to progress effectively in the special adult education project. Trained instructional personnel who are native speakers of English or who possess near-native fluency in English shall be used in the instructional setting. Components of this task shall include instruction in literacy skills, such as reading, mathematics, and communication, and in other necessary life skills, such as consumer economics, utilizing community resources, understanding government and law, and understanding parent-child relationships in the new culture. The contractor shall conduct an instructional program of such size, scope, and design as will make a substantial contribution toward meeting the literacy and life skills of the population to be served.

TASK E

Provide basic educational instruction in the context of the occupational and life goals of project participants.

The purpose of this task is to assist project participants to acquire the basic skills required for functioning in everyday life. The contractor shall use instructional techniques in the project that will enhance a participant's ability to adapt basic educational achievements to employment and job opportunities, as well as to family, home, and community environments. The contractor shall provide guidance and counseling services, especially with regard to community environments and to educational, career, and employment opportunities (including, but not limited to, job placement and job follow-up services). The contractor may provide these services through linkages or cooperative arrangements.

TASK F

Establish linkages between the basic instructional program and other programs and activities designed to foster the development of occupational and related skills.

These arrangements and linkages shall relate to skill training, occupational preparation and development, career planning and upgrading, and job-seeking, job-placement, job-holding, and other skills that will readily contribute to the employability of adult Cuban immigrants and to their ability to adapt to the community environments in which they live and work. Suggested are State and local vocational education training programs, programs under the Comprehensive Employment and Training Act (CETA), vocational rehabilitation services, business and industry, and community organizations. Because of the limited amount of funds available under this authority, the costs of the occupational and skill training activities are expected to be borne by the cooperative agencies, organizations, or programs. Although cooperative arrangements are an important element toward reaching the objectives of special adult education projects for adult Cuban immigrants, any contract under this RFP shall provide only administrative costs for effectuating cooperative arrangements and linkages.

APPENDIX B

NEEDS ASSESSMENT

APPENDIX B

NEEDS ASSESSMENT

Summary And Program Implications

Information elicited from the Needs Assessment is very useful in developing participant group profiles for the two field sites. Much of the information is consistent from site to site. However, there seem to be several fundamental differences between the two populations which have implications for the development of relevant program activities in both the ESL and the Support/Employability components of the project.

The Massachusetts group comes from a more urban background, has a higher percentage of females, and represents a higher level of education than the Louisiana group. Yet, although half of the Louisiana sample comes from rural occupational backgrounds (farming and fishing), that group has been more successful in entering the labor market in the urban United States. This is apparently due, to a large extent, to the successful job development efforts of the Episcopal Community Services under the direction of Father Paddy Poux. Concerted efforts will have to be made in the Massachusetts area to increase the employability of project participants there, 76% of whom are currently unemployed.

Although employment itself is among the overall goals of the project, the type of employment vis-a-vis job satisfaction is also important. In Louisiana 87% of the respondents are currently employed in housekeeping or cleaning jobs, whereas none of them listed these as their occupations in Haiti. The data indicates that the large majority of those interviewed would prefer another type of job - usually one in line with their occupational skills attained in Haiti. Except for the farmers and fishermen mentioned above, the populations sampled represent a pool of occupational skills

marketable in the urban labor market, such as tailors, accountants, carpenters, mechanics, etc. (see page 3.) The missing link for these individuals may well be the English language training that The EIL/ACCESS hopes to provide them as the key to pursuing their own professions in this country. For those who prefer to change occupations, or whose former job skills are not easily marketable here, substantial efforts will have to be expended to establish linkages with the appropriate training programs. It is worthy of note that all but one of the 59 respondents expressed interest in some kind of job skills training.

The level of literacy and English language proficiency is also quite different between the two groups. There is a higher level of English proficiency in general among the Massachusetts respondents. Because of the lower level of literacy among the Louisiana group, it appears that more classroom time and activities will have to be devoted to pre-literacy and basic literacy skills there than in Massachusetts.

The list of priorities with respect to task-oriented competencies has already been very useful to the Curriculum Coordinator in the adaptation and selection of instructional materials. Because there is more agreement between the two groups in this area than in most other areas of inquiry, a general order of material development has already been determined. Curriculum offerings of the various competencies at each site will have to reflect the expressed needs of the participants.

The Needs Assessment is an ongoing process; each participant will have the questionnaire administered to him/her upon entering the program. It is anticipated that the composition of the participant groups will be changing as time goes on. As these changes occur, the Needs Assessment Questionnaire will be an invaluable tool for ensuring that program activities remain responsive to the felt and identified needs of the participants.

APPENDIX C

AGENCIES & LINKAGES

APPENDIX C

Agencies & Linkages - Massachusetts

Roxbury Community College

- Collaborated on proposal for future funding
- Referrals for GED testing (French & English) & GED prep

Cleveland-Marshall Community School, Dorchester

- Office space for Dorchester site
- Classroom space in Dorchester
- Community outreach & linkages
- Collaboration on video access training proposal

CHAMA (Cambridge Haitian American Association)

- Community networking
- Outreach & recruitment
- Referrals for staff from CHAMA
- Coordination on service providing
- Referrals from HELP to CHAMA for services such as translation, legal assistance, housing assistance
- Collaboration re: Job Search
- Sharing of office space and equipment
- Sharing of Secretary
- Technical assistance provided to CHAMA

MATSOL (Massachusetts Teachers of English as a Second Language)

- Job Bank, referrals of ESL teachers
- Literacy & Reading conference (discount for teachers to attend)

HABITA (Haitian Bilingual Teachers Association)

- Collaboration on Skill Training Project
- Assistance with outreach for HELP

OIC of Greater Boston, Roxbury

- Job training - accepted some HELP students
- Referrals to HELP for ESL
- Assistance in planning for CHAMA caseworker

ORC (Occupational Resource Center), Roxbury

- Collaboration on skill training project

Margaret Fuller House Community Center

- Space for classes in Cambridge

Just-a-Start, Cambridge

- Job training
- Job/Career counselling
- Participants were given time off to attend HELP ESL classes

Phillips Brooks House (at Harvard University)

- Referred volunteers to HELP

CECOHAMA (Centre Communautaire Haitiano-Americaine)

- Provided student transportation in Dorchester

City of Cambridge, Department of Human Services

- Provided office space for CHAMA & HELP
- Offered Grantsmanship Training
- Workshop to a HELP staff member
- Assisted in use of Fletcher Community School in Cambridge
- Assisted in use of space at Margaret Fuller House in Cambridge

Community Learning Center, Cambridge

- Collaborated on proposal for ESL classes after HELP

Fitchburg Bilingual Vocational Teacher Training Program

- Recruited HELP students for training program

International Institute, Boston

- Collaboration re: Haitian social services
- Collaboration for volunteer ESL teacher training and placement

Cambridge City Hospital Neighborhood Clinics

- Assistance with translation

SCALE, Somerville Adult Education Center

- Referrals for GED

Cambridge Public Library

- Haitian cultural event held at library. HELP students and staff assisted in planning

Cambridge Women's Oral History Project

- Interviewed Haitian women
- Made presentation to HELP participants

Cambridge City Hospital

- Referred students
- Inexpensive dental care

Children's Day care, Cambridge

- Day care for daytime HELP students

ABCD, Dorchester

- Job training and assessment Center - accepted some HELP students

SCEOC, Cambridge

- Job training referral
- Assistance with Job Search
- Workshops

National Puerto Rican Forum, Boston

- Assistance with Job Search Workshops

Chelsea CETA

- Assistance with Job Search Workshops

Codman Square Helath Center, Dorchester

- Medical referrals

EMHRDA (Eastern Middlesex Human Resource Development Authority) Cambridge

- Job training

St. Leo's Church, Dorchester

- Space for intake and testing
- Assistance with outreach

Boston University, Department of Language

- Teacher referrals

Job Factory, Cambridge

- Assistance with Job Search Workshop
- Referrals for job counselling

Job Matching Center (Division of Manpower) Cambridge

- Assisted students with job referral

Cambridge-Somerville Legal Services

- Assistance with legal problems related to housing rent control, immigration, and welfare

Cambridgeport Problem Center

- Legal assistance regarding housing and rent control

State Scholarship Office

- Assisted student with university scholarship

Cambridge Tenants Organization

- HELP has worked with them regarding rent control organization

Jewish Family Services

- Established contact for student referral

Catholic Charities

- Established linkage re resettlement
- Accepted referrals for ESL

St. Matthews

- Explored availability of shared classroom space

Agencies and Linkages - Louisiana

State Refugee Office

- Provided information concerning state funding for programs for Haitians

State Office of Adult Education

- Provided information concerning available resources existing for adults in the New Orleans and St. Landry Parish areas

New Orleans School Board

- Provided information on previously sponsored short-term classes for Haitians at YMCA

Joliet House

- Referred two Haitian "unaccompanied minors" to HELP English classes

Charity Hospital of New Orleans

- Provided free medical care for participants (including three operations)
- Provided free eye examinations and lens prescriptions

City Council of New Orleans

- Cooperated in requesting surplus furniture from the City for project use

Santa Monica Schools

- Loaned chairs and tables for classroom use

WYLD (local Black radio station)

- Donated air time to HELP staff to present the Haitian situation to the community

WWNO (local public radio station)

- Donated air time to introduce the HELP program to the community

NAACP

- Contacted for assistance with employment for Haitians but funding for their employment program had been cut

Urban League of New Orleans

- Contacted for assistance but no relevant services available

HUD

- Placed several participants on waiting list for public housing

Travelers Aid

- Provided emergency housing, food and cash assistance for newly arrived refugees

New Orleans Welfare Office

- Provided information on available cash assistance programs
- Made cash awards to participants during short period of unemployment

Loyola Law Clinic

- Donated legal counsel to Haitians detained in New Orleans Prison
- Provided speakers for presentations to participants on immigration issues

Dr. Martha Thomas, D.D.S.

- Provided free dental care for unemployed participants and a 50% discount for employed participants

Links Association

- Donated monies for Haitian legal fund

Associated Catholic Charities

- Donated bedding, furniture and food on an emergency basis to Haitians
- Offered to assist in sponsoring some of the Haitians detained in the New Orleans Prison

Episcopal Diocese of Louisiana

- Assigned Haitian minister to resettlement endeavor
- Provided Services to Haitians in cooperation with HELP

Mayor - Appointed Refugee Task Force

- Assisted in obtaining entry into the prison to negotiate for providing services to the 25 Haitians detained there

- Afforded HELP the opportunity to exchange information between different agencies which make up the Task Force

New Orleans Mental Health Association

- Made available medical services through neighborhood clinics for the participants

New Orleans General Hospital

- Provided medical services to participants
- Offered health-related life-skill instructions to participants

Loyola Institute of Human Relations

- Assisted in identifying future funding possibilities
- Assisted in obtaining legal assistance through the ACLU

Southern University Department of Social Work

- Coordinated a Thanksgiving dinner for the participants at the University

Black Social Workers

- Planned a flea market sale, proceeds to go to the Haitian center

Total Community Action

- Contacted regarding furniture donation

Association of Community Organizations for Reform Now (A.C.O.R.N.)

- Contacted for assistance, but because of funding cuts, no services available

Southern Cooperative Development Fund

- Provided HELP program information

Louisiana State University/New Orleans

- Assessment Center was phased out one week after HELP began

APPENDIX D

ESTABLISHING EFFECTIVE RELATIONSHIPS BETWEEN NATIONAL AND LOCAL ORGANIZATIONS PROVIDING SERVICES TO HAITIAN REFUGEES

APPENDIX D

ESTABLISHING EFFECTIVE RELATIONSHIPS BETWEEN NATIONAL AND LOCAL ORGANIZATIONS PROVIDING SERVICES TO HAITIAN REFUGEES

The Haitian English Language Project (HELP), sponsored by the Experiment in International Living (EIL) and ACCESS, Inc., and funded by the U.S. Department of Education, has concentrated on carrying out its project in conjunction with local Haitian-American organizations. Prior to the inception of this project, there existed in both Massachusetts and Louisiana Haitian-American organizations addressing the needs of Haitian refugees in the areas of housing, employment, immigration, health, translation and other related services. The variety of services provided was even wider than that needed by other client populations in the throes of adjusting to a new culture, because Haitian refugees have the added burden of uncertain immigration status and all the anxieties associated therewith. The local organizations functioned on sporadic and insufficient funding but exhibited strong service motivation. Short-staffed in proportion to the demand for services, these organizations generally found themselves in the position of reacting to client emergencies and crises arising on a daily basis.

In this survival-oriented situation, several long-term needs of Haitians refugees were not being adequately addressed. English language training, for example, was a long-term need that these organizations were able to provide only on a very limited basis. When the HELP program began, its initial undertaking was an extensive needs assessment of the potential clients. It was confirmed that English as a Second Language (ESL), employment, and skill training were long-term needs not being adequately met. The program was designed to concentrate on these aspects.

In its first five months of operation, HELP, in conjunction with the Cambridge Haitian-American Association (CHAMA) in Massachusetts, and the Haitian-American Resettlement and Orientation Center (HAROC) in Louisiana, has taught ESL/Life Skills to 472 Haitian refugees. Working closely with

the above mentioned organizations, it has found initial jobs for 57 Haitians, and better jobs for 15 Haitians. Six Haitian students have enrolled in occupational skills training programs.

Several practices utilized by HELP in its ESL/Life Skills instruction appear to be particularly effective. HELP has found, for example, that the psychological and other adjustment problems experienced by Haitian students are often so severe as to interfere with learning processes. A group-dynamic approach to the teaching of survival English skills has thus been used with participants in Louisiana. This approach involves opening up the class to a frank discussion of students' current problems. This serves a two-fold purpose: 1) students have an opportunity to air their problems; and 2) students are encouraged to talk about themselves and their problems in English, engaging even the more shy participants in conversation regarding matters "close to their hearts". Also included in this approach is an in-depth exploration of the students' communication needs in their daily lives and work--an inquiry into what they may have needed to say in English that day but could not, due to a lack of linguistic tools. This informal, on-going needs assessment, then, is used by the teacher in planning future lessons and activities.

An approach found useful in teaching pre-literates has been to group them together for instruction, even when their oral proficiency varies considerably. When pre-literates were grouped with literates based on oral proficiency level, the former tended to drop out because of embarrassment over such things as not knowing how to hold a pencil. Grouping pre-literates has tended to avoid this problem.

In the support/employability component of the project, extensive "Career Awareness Workshops" have been held in Massachusetts to enable the refugees to understand the rudiments of the American "World of Work". In order that students not always need a bilingual staff member accompanying them in job interviews, for example, the workshops provide tools to enable students to handle interviews alone.

These programmatic features have been important in the successful implementation of the HELP program. However, the program could not have been successful in the larger sense without effective working relationships between the outside organizations, national in scope (EIL and ACCESS), and the local Haitian-American organizations (CHAMA and HAROC). Such relationships have been possible because of the shared objective of serving Haitian refugees, and because of the mutually-recognized benefits to be derived from working together.

The national organizations endeavoring to carry out local programs in Massachusetts and Louisiana have benefited greatly by their association with the already existing local organizations. The latter have provided indispensable credibility and outreach linkages with the Haitian communities in those two states. In addition, their participation has enabled the program to be planned and executed consistent with local circumstances.

The local counterpart organizations have been able to expand their activities because of extensive cost-sharing, in terms of staff, rent, utilities, and equipment. Expertise in ESL and related areas has been provided by the outside organizations to the staff of the local organizations.

The outside organizations have also brought with them additional legitimacy in the eyes of "establishment" organizations that were not always responsive to the local service organizations' requests for cooperation. This has been helpful in the areas of job-development, recruitment of volunteers, and fund-raising.

For example, as a direct result of the association between local and national organizations in the execution of HELP, two "spin-off" projects have been mounted to supplement the funding provided by the Department of Education. In Louisiana a grant of $54,000 was awarded HAROC by the State Refugee Coordinator's Office to carry out a program of ancillary life skills training for the participants in the HELP program. In Massachusetts, a grant

of $40,000 is about to be awarded to a consortium of four organizations to provide job skill training for Haitian refugees, many of whom are currently enrolled in HELP's classes. EIL, ACCESS, CHAMA and the local Haitian-American Bilingual Teachers Association are joining together to sponsor this new project.

In any program of linguistic and cultural orientation for immigrants, there must be a delicate balance between the impetus toward assimilation and the desire for cultural maintenance. By virtue of the association between local organizations, responsive primarily to a minority culture, and organizations more national and multicultural in scope, HELP has been able to achieve the necessary balance, avoiding cultural imperialism on the one hand and cultural isolationism on the other.

A frequent pitfall in relationships between organizations centers on jurisdictional disputes. Organizational egos often lead to struggles over "turf" that prevent the successful blending of programs. The organizations involved in HELP have made every effort to look beyond short-run territorial disputes and focus on what binds the organizations together--their mutual objective to help the clients.

For the local organizations, an obvious pitfall is that of becoming overly dependent on outside organizations and their financial resources. Outside funds usually are available for relatively short periods and should not be counted on for long-range program maintenance. EIL and ACCESS have accepted as one of their responsiblities assisting the local counterpart organizations in identifying alternative funding sources for future activities, exploring together programmatic approaches that require less financial support, and developing new and creative ways of drawing upon local civic, business and volunteer groups as resources.

EIL and ACCESS consider themselves fortunate to be associated with CHAMA and HAROC in the execution of this project. By focussing on the common objective

of serving Haitian refugees, this unique combination of local and national organizations is meeting previously unmet long-term needs in both Massachusetts and Louisiana--in a manner sensitive to the Haitian culture and to the needs of local Haitian-American organizations.

APPENDIX E

MINIMAL ACHIEVEMENT GOALS FOR THE HAITIAN ENGLISH LANGUAGE PROJECT

APPENDIX E

MINIMAL ACHIEVEMENT GOALS FOR THE HAITIAN ENGLISH LANGUAGE PROJECT

BASIC SKILLS

****

1. Greet and be greeted.

2. Can engage in small talk (about the weather, seasons, etc.)

3. Can identify self: *name; birthdate, *age, address, *country/town of origin.

4. Can identify family *spouse & children.

5. Can produce appropriate documents on request. (Social Security Number)

6. Can introduce *self & others.

7. Can say and understand months of year.

8. Can say and understand days of week.

9. Can say and understand year (1981).

10. Can communicate in case of emergency on the phone.

11. Can identify emergency sources of help by saying: "fire, accident, police, ambulance."

12. *Can say and understand color names.

*Covered on HELP's pre-post-test

13. Can say and respond to polite expressions. (ex. would you take, please give/ ___ may I have etc.)

14. Can express lack of understanding.

15. Can use vocabulary related to number skills such as multiplication, division, percentage, decimals, fractions.

16. Can understand (and respond to commands (pick up, put, take, give)

17. Can ask for directions by saying "where is the _____"; etc.

18. Can understand simple directions by responding appropriately to go left, go right etc.

19. *Can give simple directions.

20. *State likes and dislikes.

21. *Express opinion on an issue.

22. Can say and understand minimal vocabulary related to BUYING FOOD.
    a. Locate food items in supermarket
    b. Select food, i.e. price, container, size etc.

23.* Can say and understand minimal vocabulary related to COOKING.
    a. Be familiar with names of pots, pans and utensils
    b. Name everyday menu items.

24. *Can say and understand minimal vocabulary related to CLOTHING.
    a. Describe clothing needs
    b. Locate places to buy clothing.
    c. Select clothing, i.e., sizes, color, style.

25. *Can say and understand minimal vocabulary related to HOUSING
    a. Describe housing needs,
    b. Describe areas and rooms of house
    c. Describe furniture needs.

26. Can say and understand minimal vocabulary related to MONEY.
    a. Making and counting change.
    b. Buy a money order or cashier's check.
    c. Writing check.

27. Can say and understand minimal vocabulary related to EMPLOYMENT.
    a. Recognize common entry-level jobs e.g. names, locations
    b. Fill out simple job application.
    c. Respond to simple job interview questions.
    d. Describe own work-related equipment.
    e Describe activities of desired job.

28. *Can say and understand minimal vocabulary related to TRANSPORTATION.

NUMBER SKILLS

1. *Can say and understand time expressions.

2. *Can say and understand names of U.S. money.

3. *Can count to 100,000.000.

4. Can use ordinal numbers.

5. *Can use simple addition.

6. *Can use simple subtraction.

7. *Can say and identify prices.

8. Can say own height.

9. Can say own weight.

GRAMMAR

1. Yes/No Questions (Do you have_____?) present/short answer

2. Verbs *to have, *to be, *to want, *to like, to need

3. Negative *No, I don't. *I don't have any

4. WH questions *what, who, why, when

5. Future *(going to_____)

6. Yes/No Question*(Did you have.....) past

7. *Simple Present Tense

8. *Simple Past Tense

9. Prepositions (in, on, with)

10. This, that, these, those

11. Contractions

12. Object Pronouns

13. Subject Pronouns

14. Nouns/Plurals

15. Adjectives

16. Imperatives (give, take)

17. Count and Non-Count Nouns

18. Present Progressive

19. Possessives

20. There is, there are

APPENDIX F

EMPLOYER LETTERS OF SUPPORT

RECEIVED MAR 2 2 1982

KLOSS VIDEO CORPORATION
345 SIDNEY STREET
CAMBRIDGE, MASSACHUSETTS 02139

TELEPHONE 617-864-0610

APPENDIX F

Mary Burdick State Co-ordinator
Haitain English Language Project
105 Windsor Street
Cambridge, Massachusette 02139

Dear Miss. Burdick:

I thought you might like to hear of the situation at Kloss Video Corporation. In addition to many other Immigrants we now employ thirty Haitians, most of whom came to us through your organisation. They are employed primarily as machine operators and do all of the machining, grinding, and polishing of the Optics which go into our Television Projection Tube which has been so successful.

My experience has been that they are a cheerful and co-operative work group - surprisingly so, who seem only interested in a day,s work for a day,s pay and definitely are desirable employees for this reason.

In the future I intend to continue hiring Haitians and feel it is unfortunate that other employers are unaware of the presence of this reliable and productive labor source.

Sincerely yours,

Ralph E. Hoxie

Ralph E. Hoxie Manager of the Optics Deptment

Boston Marriott / Commonwealth Ave at Rt. 128 & Mass. Tnpk. / Newton, Mass. 02166 (617) 969-1000

February 3, 1982

Ms. Mary Burdick
Haitian English Language Project
106 Windsor Street
Cambri ge, Mass. 02139

Dear Ms. Burdick:

The Newton Marriott Hotel has for many years worked with the Haitian community in the Boston area. At the present time, we employ approximately 45 Haitians, which is about 15% of our full time work force.

Our Haitian employees are, in general, very good, well motivated employees, who take pride in their work and want to better themselves and their families.

The Newton Marriott Hotel has had no direct contact with the Haitian English Language Project in the past, however, we do look forward to close cooperation in the future.

Please let me know your ideas on how we can collaborate to help our Haitian community and employees.

Sincerely,

John G. Foley

John G. Foley
Director of Personnel

JGF/ym

cc: Mr. Michael Roddy, Resident Manager

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MARRIOTT RESERVATIONS 800-228-9290 TOLL FREE

APPENDIX H

EVALUATION

APPENDIX H

EVALUATION

Approach and Methodology

To assess the improved English proficiency of Haitian participants, several decisions had to be made pertinent to the evaluation approach -- the methods, techniques and analytical procedures selected for use. These decisions, although directly addressing evaluation issues, had to be made in concert with the general purposes and operating procedures of the project. As with any project, "trade-offs" had to be made between analytical requirements and feasible logistical demands. The guiding principle concerning these "trade-offs" was to attempt to use the most sophisticated design that did not substantially interfere with the operations of the project.

To assess the improved English proficiency of Haitian project participants, a one-group pretest-posttest design was based on project logistical needs and limitations. It was early recognized by project staff that this design was not a "strong" experimental or quasi-experimental design as defined by standard internal and external threats to validity. However, it was felt that to attempt to employ a "stronger" design would severely complicate the operation of project activities. Furthermore, while the response of the Haitian entrants who participated in the project was excellent, project staff felt it would be unrealistic to attempt to have participants meet the often inconvenient restrictions of an experimental design. For example, if a pretest-posttest control group design (a much "stronger" design) had been attempted, a large number

of Haitians not involved in the project (to be used as a control group) would have had to be pretested, and then posttested. This was determined to be not feasible.

Upon entering the program, each individual was pretested using either the EIL/ACCESS Haitian Entrant Project Basic Skills Test or the EIL/ACCESS ESL Basic Skills Test. For the former test, four subscores (Basic Oral-Aural Skills, Basic Number Skills, Life Skills Assessment, and Basic Literacy) were obtained, along with a total score; for the latter test, only one total score was obtained. Upon leaving the project, individuals were asked to take a posttest. With regard to the former test, increases in speaking and listening would be reflected in the first part of the test -- Basic Oral-Aural Skills; and increases in reading and writing would be reflected on the last part -- Basic Literacy. Similarly, improvement in basic math skills would be reflected in part two -- Basic Number Skills, and improved functioning in selected life skill areas would be indicated by part three -- Life Skills Assessment. The test was administered orally on a one-to-one basis. The latter test was given to students who scored 180 points or more (out of 240) on the former test. That test was a written test measuring basic grammar competency, i.e., reading and writing proficiency.

Because of the limited strength of the one-group pretest-posttest design, not all of the obtained increases in scores could be exclusively attributed to project activities. Indeed, it was always presumed that there would be a strong "interactive" effect between the influence of the project's instructional activities and an individual's ability to better communicate and adapt to non-Haitian communities. As an individual

increased his language skills from classroom instruction, these same skills would be reinforced through living and working in the community. By using the one-group pretest posttest design, no absolute judgments could be made concerning how much influence project classroom activities had on increased English proficiency, as opposed to the influence living and working in the community has on the increases in these same skill areas.

While no absolute judgments could be made, it was felt that, in general, the longer an individual participated in the project, the more likely it would be that the influence of the project activities would be more important than external influences. The reason for this belief was based on the fact that: the lower an individual's language proficiency was at the beginning of instruction, the less "academic" the instruction would be; that is, basic survival skills would be emphasized initially, with more advanced skills being provided later. Since basic survival skills are strongly influenced by a wide variety of community influences, judgments as to the "actual" influence of project activities could not be ascertained. However, if an individual entered the project at a higher level of skill proficiency, or had obtained a higher level of proficiency while in the program, the less likely it would be for external influences to have caused continued improvement. For example, a Haitian individual with virtually no English speaking proficiency would have a large number of opportunities to learn basic English vocabulary and usage outside of the classroom (e.g., from friends, relatives, employers, etc). More sophisticated English training, however, would not be readily available outside; so classroom instruction, with its more structured content orientation, would more likely be the primary influence for increases in proficiency beyond a certain level.

To determine if this belief was valid, one additional source of information was collected for project participants--the number of hours spent in the instructional setting.

Two general evaluative questions of interest were deemed important. First, it was hypothesized that there should be a statistically significant difference between pretest and posttest total scores (the difference would be that posttest should be higher than pretest score). Second, there should be a statistically significant association between score gains of participants and the number of hours these individuals participated in instructional activities.

To address these two evaluative questions, a variety of data analysis procedures could have been selected. For the first question, it was felt that the most appropriate statistical procedure would be the Wilcoxon matched-pairs signed-ranks test, which is a nonparametric alternative to the t-test for two related samples. It may be used in either repeated measurements (as with this project) or matched-pairs types of designs. The advantages of using this statistical procedure were: (a) it has less rigorous mathematical requirements than the more often used t-test for two related samples, (b) the relative power of the Wilcoxon is on the order of 95 percent with small samples, and (c) the Wilcoxon is a flexible, easy to compute statistic, amenable to a variety of evaluative situations.

For the second question, it was felt that the most appropriate statistical procedure would be the Spearman rank correlation coefficient. The Spearman rank correlation coefficient is an adaptation of the Pearson product moment correlation coefficient for the use with ordinal data. The advantages of using this statistical procedure were: (a) it has less rigorous

mathematical requirements than the more often used Pearson product moment correlation, (b) the Spearman statistic provides a good approximation of the Pearson formula with considerably less computation effort, and (c) the Spearson is flexible, easy to compute, and works well with small samples.

Not all individuals who participated in the project's instructional activities could be included in the evaluation. This was primarily due to individuals not taking the posttest upon leaving the project for reasons such as not enough hours in the program to warrant post-testing or withdrawal from the program without letting HELP staff know and then, in some cases, changing residence. However, the sample included in the evaluation was more than large enough to be valid and generalizable to the participant population.

Results

Eight Wilcoxon matched-pairs signed-ranks tests were conducted to determine if there was a statistically significant difference between pretest and posttest total score--four tests for participants of the Massachusetts - based instructional activities, four tests for participants of the Louisiana - based instructional activities. For the Massachusetts group, a total of 131 pretest/posttest scores were divided into four subgroups. These subgroups were: (a) individuals who obtained a total pretest score of between 0 and 49, (b) individuals who obtained a total pretest score of between 50 and 99, (c) individuals who obtained a total pretest score of between 100 and 149, and (d) individuals who obtained a total pretest score of between 150 and 199. For each individual, regardless of subgroup classification, the pretest scores were compared to posttest scores using the Wilcoxon procedure. For each of the four subgroups, a statistically significant result was obtained, with posttest scores being significantly higher than pretest scores. An interesting result obtained from

the Wilcoxon was: the lower the pretest score, the larger the gain made by an individual on the posttest. For individuals who obtained a total pretest score of between 0 and 49, the mean gain was 101.50 points. For individuals who obtained a total pretest score of between 50 and 99, the mean gain was 82.05 points. For individuals who obtained a total pretest score of between 100 and 149, the mean gain was 70.37 points. And for individuals who obtained a total pretest score of between 150 and 199, the mean gain was 33.17 points.

For the Louisiana group, a total of 100 pretest/posttest scores were divided into the same four subgroups as the Massachusetts group (the top subgroup of individuals with pretest scores between 150 and 199 was dropped; only two individuals scored this high and were included in the 100 to 149 subgroup). Consistent with the Massachusetts group, for each of the three Louisiana subgroups, a statistically significant result obtained, with posttest scores being significantly higher than pretest scores. Although not as consistent as the Massachusetts group in general, the lower the pretest score, the larger the gain made by an individual on the posttest. For individuals who obtained a total pretest score of between 0 and 49, the mean gain was 60.88 points. For individuals who obtained a total pretest score of between 50 and 99, the mean gain was 65.43 points. And for individuals who obtained a total pretest score of between 100 and 149, the mean gain was 48.88 points.

The above eight Wilcoxon tests were conducted with data obtained from the EIL/ACCESS Haitian Entrant Project Basic Skills Test. For a small number of individuals (i.e., 12) in Massachusetts, the EIL/ACCESS ESL Basic Skills Test was used. A separate Wilcoxon Test was calculated for this group. A statistically significant difference was found with a mean gain of 44.33 points between pre and posttest.

Eight Spearman rank Correlation Coefficients were calculated to determine if there was a statistically significant association between score gains of participants and the number of hours these individuals participated in the project's instructional activities. In general, this belief was confirmed. For the two lower scoring subgroups in Boston (i.e., those with pretest scores between 0 and 49, and 50 and 99), there was no statistically significant association between gains made and hours of classroom instruction. However, for the two higher scoring subgroups in Massachusetts (i.e., those with pretest scores between 100 and 149, and 150 and 199), there was a very high degree of association (i.e., $r_s = \geq .92$ and $r_s = \geq .93$ respectively). For each of the three Louisiana subgroups, there was a statistically significant association between gains made and hours of classroom instruction, with the highest association being with the highest scoring subgroup (i.e., $r_s = .74$). For the twelve individuals tested with the EIL/ACCESS ESL Basic Skills Test, there was also a statistically significant association between score gains made and hours of classroom instruction (i.e., $r_s = \geq .69$).

An additional twenty-eight Wilcoxon Test were conducted to determine whether or not there had been statistically significant increases in each of the separate sub-scores (again between pretest to posttest scores)--four Wilcoxon tests for each of the four subgroups in Boston, and four Wilcoxon tests for each of the three subgroups in New Orleans. As was expected, given the large total score gains, each of these tests proved to be statistically significant. In fact, between 95% and 100% of all sampled participants made gains in each of the areas measured: reading, writing, speaking, listening, basic math, and life skills.

Conclusions

Two major evaluation conclusions have been derived from the above results. These are:

- Substantial gains were made by nearly all sampled project participants in reading, writing, speaking, listening, basic math, and life Skills. In general, those scoring lower on the pre-tests made the most significant gains on the post-tests.
- External influences accounted for some of the gains obtained by project participants (particularly those scoring low on the pre-test in Massachusetts); however, with the moderate to very high Spearman correlation coefficients obtained between gains made in skill proficiency and instructional hours in the project, it can be reasonably assumed that most of the gain achieved by those scoring higher in Massachusetts and for all groups in Louisiana was attributable to project instruction.

APPENDIX I

ANECDOTES OF STUDENT'S EXPERIENCE IN THEIR COMMUNITIES

APPENDIX I

Anecdotes of Students' Experience in their Communities

1) Murat came to English class one morning and said, "My teacher, I need you after class." He did not seem to want to speak in front of the other students. After the two hours had passed and the class had been dismissed, Murat explained that he wanted to know how to ask his boss for a raise. "My teacher, I work long time for my boss. I need more money. Can you tell me what should I say?"

Murat and the teacher then practiced what would be said the next day at the factory. "Would you please consider me for a raise? I have worked there for several months now, and I try my best. Thank you for whatever decision you make." A week later Murat came to class beaming. He had received the raise.

2) When Gesson Grand Pierre first came to the U.S. in 1980, he lived with cousins and friends who were more established here. Seven months passed--and still he was unable to find work. He was ready to give up; he had even made reservations to return to Haiti. At just about this time he got a job at Legal Sea Foods as a dishwasher. He stayed there for awhile, but for obvious reasons was not thrilled with his position. He didn't make enough money--and furthermore was not accustomed to such heavy work. (In Haiti he had worked as an accountant and auditor for l'Administration Generale des Contributions.) He then got a better job at Pizzeria Lino in Harvard Square--40 hrs. a week as a cook's helper. He's still working at Pizzeria Lino at the time this report is being written, while also working part time as a janitor in the building where Project HELP is located.

Gesson had studied English in Haiti, but 8 years had passed since he was in school and the time he came to the U.S. He had also studied law in Haiti, but was unable to complete the course. As far as his English was concerned, it was almost like starting from scratch again. I remember interviewing Gesson for the English classes--before they were even at the stage of being scheduled. He was one of the first students who came to register for the program. I was impressed by his communicative abilities, though not necessarily his skill with the English language, per se. He has a way of questioning and explaning that was refreshing for someone at a beginning level. He was not then, (nor is he now) afraid of taking risks--linguistic or otherwise--and it is to this characteristic that I attribute the rapid progress I've seen him make.

Gesson has also been noted as the student who attends the most classes. When he isn't working, he often comes twice a day (morning and evening). In addition, he has even started a third class at another center.

I was curious to find out what Gesson considered to be his own greatest achievements since his arrival in this country. He told me that when he first came here he needed help in situations such as opening a bank account, going to a hospital or the dentist, looking for an apartment, using public transportation, talking on the phone, etc, etc. Now the situation has been reversed--he is the one helping newly arrived friends to do all of those things.

When asked about his future plans, Gesson told me that he will not be content to stay in the kind of work he's presently doing for very long. His ambition is to resume studying law.

3) Daniel is one of our older students who never thought he could learn English, much less write his name. One day Daniel came to the center with a postal slip to pick up a letter. Before receiving the letter from the postal clerk, Daniel had to sign the slip. I was about to sign the slip, thinking of the possible difficulty Daniel might have. On second thought I asked Daniel if he would sign the slip. The clerk and I witnessed this elderly man, for the first time signing his name in a formal situation. His glow of satisfaction and pride in his accomplishment was equally satisfying to observe.

4) Serge, a student who arrived at the center with some high school instruction, has been able to complete his G.E.D. requirements, and has just been placed at the Jefferson Parish Vocational School with the prospect of entering an electronics course in May. Serge is an outstanding student, with a high degree of motivation. Through the Master Teacher's patience, encouragement, and assistance, Serge is well on his way to a promising career and life.

5) Olando shared with the teacher his experience at a photography studio. With much elation and pride he described how he wanted to get photographs of his children. In order to do so he had to fill out the necessary forms. Then he was provided written information and informed that he had to return at a certain date and time. The whole process involved writing, reading and communicating in English. Olando was able to take care of the whole matter without any assistance from the center. He felt very proud of this accomplishment.

6) During the week following Halloween, three students who were living together reported to their teacher that their house had been stoned. They had called the police, who sent a cruiser to their address. Because their English level was not very high, they had not understood the police. The teacher told them to call her at home if there was any more trouble.

The following week-end, stoning occurred again. This time the victims called both the police and their teacher. When the police arrived on the scene, they called the teacher to serve as an interpreter. The police explained that the previous attack had been viewed as a Halloween prank. But now, it seemed that it must be something more. The neighborhood was predominantly white and the Haitians were among the few blacks in the area. The police said they would pass by regularly in their cruiser.

During the next ten days, there were four or five more incidents, including a fire being set. The police were less than effective in deterring the harassment. At one point the desk officer at the police department asked "what do you want us to do? Finally the Project HELP staff contacted the U.S. Justice Department, which pressured the local police into placing extensive plain-clothes surveillance teams in the area. No one was caught, but the HELP counselor found the people a new place to live. Unfortunately it was too far away for the students to continue their ESL instruction.

7) Miliodet had spent 100 hours in English class before dropping out. During the time he was in class (from June 81-Sept. 81) Miliodet was unemployed. I saw him several times in late '81 and asked how things were going ; and each time the answer was vague and non-committal : "Not so good, not so bad."

Then in early March he appeared in the HELP office. It was about 6 o'clock; he said he was in the area and just stopped by to say hello. But he started to talk and say how depressed he was; he had had it. Maybe he would just go back to Haiti. He couldn't find a job. Everywhere he went they asked for his residence papers from Immigration. He said he didn't have them.

Julien, the counselor, asked what papers he did have. Miliodet then took a legal document from his wallet. It was from Immigration and out-lined deportation proceedings against Miliodet. It stated that he had entered the U.S. in early 1979 and was subject to deportation. He had come by boat. He did not know that the regulations had changed since 1979. Julien informed him that Haitians such as he who were subject to deportation proceedings prior to October 10, 1980 now qualified as Cuban-Haitian Entrants. Miliodet now has a lawyer, contacted by the counselor. The lawyer is taking the case without charge. And Miliodet will soon have his papers in order.